

Qualitative Case Review: Summary of Protocol Questions

Questions to be Answered

*The Qualitative Case Review is a process for
learning how children and families served
are doing and which service functions are working*

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Questions Concerning the Status of the Child and Family

Presented below are a set of common sense questions used to determine the current status of the child and family. Persons using this list of questions are directed to the **Qualitative Case Review Protocol (QCR)** for further explanation of these questions and matters to consider when applying these questions to a child and family receiving supports and services. Training on review concepts, methods, and uses is recommended for anyone wishing to apply these questions to the children and caregivers in a family receiving services.

1. **SAFETY:** ♦ Is the child safe from manageable risks of harm (caused by others or by the child) in his/her daily living, learning, working, and recreational environments? ♦ Are others in the child's daily environments safe from the child? ♦ Is the child free from unreasonable intimidations and fears at home and school?
2. **STABILITY:** ♦ Are the child's daily living and learning arrangements stable and free from risk of disruption? ♦ If not, are appropriate services being provided to achieve stability and reduce the probability of disruption?
3. **APPROPRIATENESS OF PLACEMENT:** ♦ Is the child in the most appropriate placement consistent with the child's needs, age, ability, and peer group and consistent with the child's language and culture?
4. **PROSPECTS FOR PERMANENCE:** ♦ Is the child living with caregivers that the child, caregivers, and other stakeholders believe will endure until the child becomes independent? ♦ If not, is a permanency plan presently being implemented on a timely basis that will ensure that the child will live in enduring relationships that provide a sense of family, stability, and belonging?
5. **HEALTH/PHYSICAL WELL-BEING:** ♦ Is the child in good health? Are the child's basic physical needs being met? Does the child have health care services, as needed?
6. **EMOTIONAL/BEHAVIORAL WELL-BEING:** ♦ Is the child doing well, emotionally and behaviorally? ♦ If not, is the child making reasonable progress toward stable and adequate functioning, emotionally and behaviorally, at home and school?
7. **LEARNING PROGRESS:** (For children age five and older.) ♦ Is the child learning, progressing, and gaining essential functional capabilities at a rate commensurate with his/her age and ability?
8. **DEVELOPING/LEARNING PROGRESS:** (For children under age five.) ♦ Is the child (under age five) developing, learning, progressing, and gaining skills at a rate commensurate with his/her age and ability?
9. **CAREGIVER FUNCTIONING:** ♦ Are the substitute caregivers, with whom the child is currently residing, willing and able to provide the child with the assistance, supervision, and support necessary for daily living? ♦ If added supports are required in the home to meet the needs of the child and assist the caregiver, are these supports meeting the need?
10. **FAMILY FUNCTIONING AND RESOURCEFULNESS:** ♦ Does the family, with whom the child is currently residing or has a goal of reunification, have the capacity to take charge of its issues and situation, enabling them to live together safely and function successfully? ♦ Do family members take advantage of opportunities to develop and/or expand a reliable network of social and safety supports to help sustain family functioning and well-being? Is the family willing and able to provide the child with the assistance, supervision, and support necessary for daily living?
11. **SATISFACTION:** ♦ Are the child and primary caregiver satisfied with the supports and services they are receiving?
12. **OVERALL CHILD STATUS:** ♦ Based on the Service Test findings determined for the Child Status Exams 1-11, how well is this child presently doing? Overall child status is considered acceptable when specified combinations and levels of examination findings are present. A special scoring procedure is used to determine Overall Child Status using a 6-point rating scale.

Questions Concerning System Performance

Presented below are a set of questions used to determine the performance of essential system functions for the child in a QCR. These questions focus on support and service functions rather than formal service system procedures.

1. **CHILD/FAMILY PARTICIPATION:** ♦ Are family members (parents, grandparents, step parents) or substitute caregivers active participants in the team meetings where service decisions are made about the child and family? • Are parents/caregivers partners in planning, providing, and monitoring supports and services for the child? • Is the child actively participating in decisions made about his/her future?
2. **CHILD AND FAMILY TEAM AND COORDINATION:** ♦ Do the people who provide services to the child/family function as a team? Do the actions of the team reflect a pattern of effective teamwork and collaboration that benefits the child and family? Is there effective coordination and continuity in the organization and provision of service across all interveners and service settings? Is there a single point of coordination and accountability for the assembly, delivery, and results of services provided for this child and family?
3. **CHILD AND FAMILY ASSESSMENT:** ♦ Are the current, obvious, and substantial strengths and needs of the child and family identified through existing assessments, both formal and informal, so that all interveners collectively have a "big picture" understanding of the child and family and how to provide effective services for them? ♦ Are the critical underlying issues identified that must be resolved for the child to live safely with his/her family independent of agency supervision or to obtain an independent and enduring home?
4. **LONG-TERM VIEW:** ♦ Is there an explicit plan for this child and family that should enable them to live safely and independent from the child welfare system? ♦ Does the plan provide direction and support for making smooth transitions across settings, providers, and levels of service?
5. **CHILD AND FAMILY PLANNING PROCESS:** • Is the child and family plan individualized and relevant to needs and goals? • Are supports, services, and interventions assembled into a holistic and coherent service process that provides a mix of elements uniquely matched to the child/family's situation and preferences? ♦ Does the combination of supports and services fit the child's and family's situation so as to maximize potential results and minimize conflicting strategies and inconveniences?
6. **PLAN IMPLEMENTATION:** ♦ Are the services and activities specified in the child and family plan for the child and family: 1) being implemented as planned, 2) delivered in a timely manner, and 3) at an appropriate level of intensity? ♦ Are the necessary supports, services, and resources available to the child and family to meet the needs identified in the plan?
7. **FORMAL AND INFORMAL SUPPORTS AND SERVICES:** ♦ Is the available array of school, home, and community supports and services provided adequate to assist the child and caregiver reach levels of functioning necessary for the child to make developmental and academic progress commensurate with age and ability?
8. **SUCCESSFUL TRANSITIONS:** ♦ Is the next age-appropriate placement transition for the child being planned and implemented to assure a timely, smooth and successful situation for the child after the change occurs? ♦ If the child is returning home and to school from a temporary placement in a treatment or detention setting, are transition arrangements being made to assure a smooth return and successful functioning in daily settings following the return?
9. **EFFECTIVE RESULTS:** ♦ Are the planned education, therapies, services, and supports resulting in improved functioning and achievement of desired outcomes for the child and caregiver that will enable the child to live in an enduring home without agency oversight?
10. **TRACKING AND ADAPTATION:** ♦ Are the child and caregiver's status, service process, and results routinely followed along and evaluated? ♦ Are services modified to respond to the changing needs of the child and caregiver and to apply knowledge gained about service efforts and results to create a self-correcting service process?
11. **CAREGIVER SUPPORT:** • Are the substitute caregivers in the child's home receiving the training, assistance, and supports necessary for them to perform essential parenting or caregiving functions reliably for this child? • Is the array of

services provided adequate in variety, intensity, and dependability to provide for caregiver choices and to enable caregivers to meet the needs of the child while maintaining the stability of the home?

- 12. OVERALL SYSTEM PERFORMANCE:** Based on the Qualitative Case Review findings determined for System Performance exams 1-11, how well is the service system functioning for this child now? Overall system performance is considered acceptable when specified combinations and levels of examination findings are present. A special scoring procedure is used to determine Overall System Performance for a child.

The display below shows that service system performance is determined for the child reviewed based on an understanding of how well the child and caregiver are doing on key status indicators and on how well essential service functions are being performed for the child and family at the time of the review. In the QCR methods each child is considered a unique and valid "test" of the system at a particular place and time. This approach looks at the "child" in the context of the home and community. Rather than viewing status and performance variables in isolation, the QCR examines the pattern of status and performance results for the children and caregivers for an understanding what is happening to the child and what functions of the service system are really working to produce desired results now.

QUALITATIVE CASE REVIEW PROTOCOL

Examines System Performance Through the Status of the Child and Family

